DOCUMENT RESUME

ED 382 050 FL 800 862

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TITLE	Handbook for Using the Video "Communication Pays Off."
INSTITUTION	Fairfax County Public Schools, Falls Church, VA. Office of Adult and Community Education.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	[95]
CONTRACT	V198A30082
NOTE	34p.; For a related document, see FL 800 861.
AVAILABLE FROM	FCPS-Adult ESL, 7731 Leesburg Pike, Room 100, Falls Church, VA 22043 ($8); VEDA Inc., 1800 N. Beauregard St., Alexandria, VA 22311 (videotape, $15 plus $3.50 shipping).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Education; Assertiveness; *Banking; Bias; *Business Communication; Competition; Conflict Resolution; Coping; Empathy; *English for Special Purposes; Idioms; Interpersonal Communication; Interprofessional Relationship; Job Skills; Letters (Correspondence); Listening Skills; Meetings; Second Language Instruction; Supervision; Telephone Usage Instruction; Videotape Recordings; Vocabulary Development; *Vocational English (Second Language); *Work Environment
IDENTIFIERS	*Politeness

ABSTRACT

This handbook is intended for use in teaching communication skills to bank employees who are non-native speakers of English. It is designed to accompany a videotape recording (not included here) containing 35 vignettes concerning workplace behavior, communication, and problem-solving. Introductory sections provide brief descriptions of each vignette and general recommendations for using the video. Subsequent sections contain teaching notes for vignette topics, including new vocabulary and idioms, pre-viewing questions, procedures for showing the tape, instructions for role-playing and discussion, suggested extension activities, and specific questions to use in classroom discussion. Vignette topics include assertive behavior, prejudice, anger at work, conflict resolution, coping skills, office relations, listening skills, and meetings. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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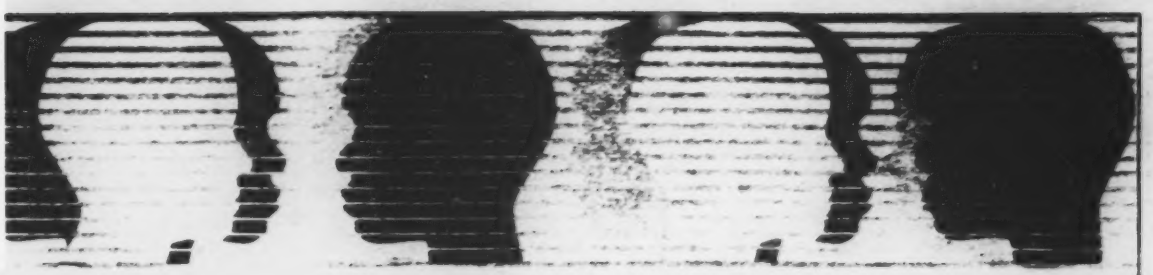

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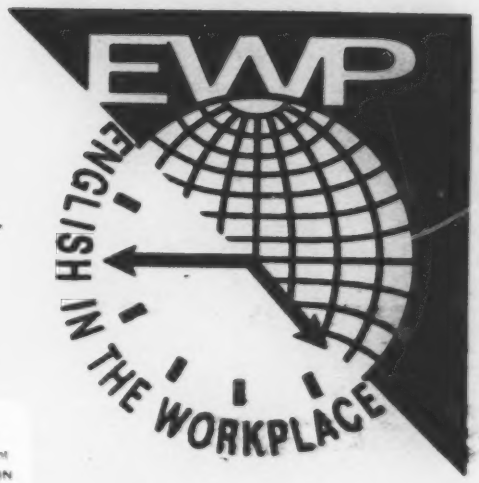

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HANDBOOK FOR USING THE VIDEO "COMMUNICATION PAYS OFF"

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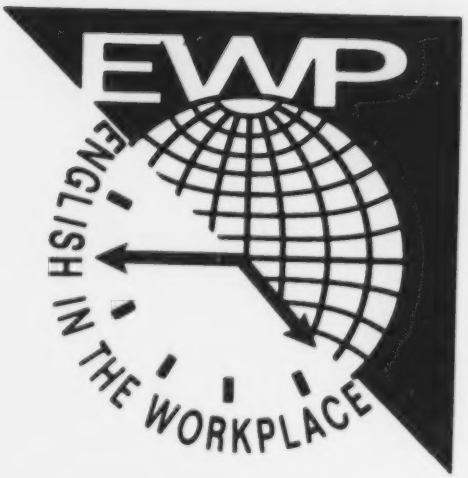

Developed under National Workplace Literacy Partnership Grant #V198A30082

Office of Adult and Community Education
FAIRFAX COUNTY PUBLIC SCHOOLS

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COMMUNICATION PAYS OFF
Topic One

1.1. Professional Image: Assertive Behavior

A. Submissive: supervisor and employee. The supervisor accuses the employee of an error. The employee acts submissively.
B. Same scene: This time the employee acts aggressively.
C. Same scene: This time the employee acts assertively.

1.2. Professional Image: Assertive Behavior

A. An employee avoids answering the ringing telephone.
B. An employee answers the phone and turns the call over to the supervisor.
C. An employee takes responsibility for the call and speaks with the customer.

1.3. Professional Image: Assertive Behavior

An employee does not know the answer when a customer has a problem. The employee demonstrates empathy by eye contact, voice inflection and acknowledging the person's feelings.

COMMUNICATION PAYS OFF
Topic Two

2.1. Prejudice

New bank customer is turned off by the number of foreign born employees in the bank and their hard-to-pronounce names.

2.2. Prejudice

"My supervisor is prejudiced against me because..."

2.3. Prejudice

A customer reacts negatively to a voice with an accent on the telephone in the bank.

2.4. Prejudice

In the lunch room, a co-worker finds a foreign born employee's lunch "weird and smelly."

COMMUNICATION PAYS OFF
Topic Three

3.1. Anger At Work

An employee follows the bank procedure in dealing with an irate customer. However, the customer is not placated.

3.2. Anger At Work

A customer objects to showing a teller his/her identification. An employee uses courtesy phrases to overcome the objection.

COMMUNICATION PAYS OFF
Topic Four

4.1. Conflict Resolution

A. Two foreign born employees have a misunderstanding about sending certified mail. The sender uses an accusatory tone and attitude towards the other employee.

B. The same scene, both employees use questioning.

C. Same scene, both employees use questioning and courtesy phrases.

4.2. Conflict Resolution

A. In order to prevent a problem, for instance, a bank error, a bank employee telephones another department.

B. In order to prevent a problem, an employee tells his co-workers that he is changing his daily schedule.

4.3 Conflict Resolution

A genuine conflict between a supervisor and an employee about being on time.

4.4. Conflict Resolution

Two employees demonstrate compromise, by working out shifts at the drive through teller's window.

COMMUNICATION PAYS OFF
Topic Five

5.1. Coping Skills

Two bank employees appear to have a competitive relationship. This relationship creates stress on the job. One employee has difficulty using the English language to promote his qualifications for a job.

5.2. Coping Skills

A bank employee gets a telephone call from home and starts to cry. A co-worker provides some coping skills.

5.3. Coping Skills

Coping with sexual harassment from a supervisor.

5.4. Coping Skills

A. An employee is asked to stay late. He says "no" and explains.

B. Same scene. He says "no", but is willing to stay late another time.

C. Same scene. He says "no", but offers an alternative.

COMMUNICATION PAYS OFF
Topic Six

6.1. Office Relations

Two foreign born bank employees are discussing that, despite the sodas they have bought for their supervisor, the supervisor scolded them for being late.

6.2. Office Relations

Three employees from the same branch are eating their lunch. Two of the employees are speaking in their language. The third is a native English speaker.

6.3. Office Relations

An employee and the supervisor are discussing the employee's annual review. The employee wonders about some of the statements on the review. In order to understand them, he asks some questions.

6.4. Office Relations

An employee is reprimanded by the supervisor/manager in front of a customer.

6.5. Office Relations

Bank employees express the same intolerance of diversity that many "Americans" reveal.

COMMUNICATION PAYS OFF
Topic Seven

7.1. Listening Skills

An employee demonstrates "active listening" to be sure she understand instructions. Another employee stays quiet and discovers she has misunderstood.

7.2. Listening Skills

A. A customer is telling a bank employee about a problem with the customer's account. The employee just sits and listens.

B. Same scene. This time the employee provides reflective listening.

COMMUNICATION PAYS OFF
Topic Eight

8.1. Meetings

Interactions and Language in Meetings.

GENERAL RECOMMENDATIONS FOR USING THE VIDEO

The following pages present suggested guidelines for using the "Communication Pays Off" videotape vignettes. This tape was originally produced for use in conjunction with the Communication Skills for Banking curriculum; therefore, the scenarios portrayed throughout the vignettes all occur in a banking environment. The authors of this handbook have incorporated important life skills into their suggestions so that the vignettes can be used in the general ESL class, as well as in the ESL class geared to vocational training.

The instructor should not feel limited to the suggestions provided in this handbook; he or she should feel free to add and delete ideas as necessary.

The authors of this handbook, however, strongly recommend the following suggestions for using this handbook:

I. The instructor should preview the vignette before showing it to the class.

II. Stop the videotape after the vignette (before the ATM box), unless otherwise indicated.

III. Do not limit using the videotape to the end of the class period; some of the suggested exercises can be very time consuming.

IV. The instructor should review the vocabulary and idiom building section with the class.

1.1. PROFESSIONAL IMAGE: ASSERTIVE BEHAVIOR

"THE EXPLANATION"

I. **Vocabulary and idiom building:**
* Waste of time
* To owe

II. Pre-viewing questions:
* What is professional image?
* What is assertive behavior?
* What is submissive behavior?
* What is aggressive behavior?

III. Show only vignette A of employee at the counter with the customer.

IV. Stop video.

V. Role-play:
Have students role-play different scenes in which employee is:
* assertive.
* submissive.
* aggressive.

VI. Play remaining segments of vignettes B and C.

VII. Discussion:
Compare students' role plays with that of vignette.

VIGNETTE QUESTIONS

A 1. How would you have responded to the supervisor?

2. How could Sudreh have better acknowledged the correction and maintained her professionalism (i.e., through spoken language, body language)?

B 1. Did Sudreh exhibit professional behavior this time?

C 1. How did Sudreh exhibit professionalism this time?

1.2. PROFESSIONAL IMAGE: ASSERTIVE BEHAVIOR

"THE RINGING PHONE"

I. **Vocabulary and idiom building:**
* To be tied up
* To have a word with someone
* To turn something over to someone else
* To hold (on the phone)

II. Pre-viewing questions:
* How often do you use the phone at home or at work?
* How often do you answer the phone at home or at work?
* Why is it more difficult to talk on the telephone than talk face to face?

III. Show vignette A.

IV. Discussion:
* Has this ever happened to you?
* How can you change this?

V. Show vignette B.

VI. Discussion:
* What happened here?
* Why did she give the phone call to the supervisor?
* What are some strategies you use to make yourself more easily understood when talking on the telephone?

VII. Show vignette C.

VIII. Elicit reactions from students.

IX. **Suggested Extension Activity: Interview**
* Interview native and non-native speakers about using the telephone.
* Ask them when it is difficult for them to talk on the phone.
* Ask them how they dealt with those difficult situations.

*****VIGNETTE QUESTIONS*****

A. 1. Why is it more difficult to talk on the telephone than talk face to face?

2. What are some strategies you use to make yourself more easily understood when talking on the telephone?

1.3. PROFESSIONAL IMAGE: ASSERTIVE BEHAVIOR

"EMPATHIC BEHAVIOR: TAKING CARE OF PINKY"

I. **Vocabulary and idiom building:**
* Power of attorney

II. Pre-viewing question:
* What is empathy?

III. Show vignette.

IV. Discussion--vignette questions:
* How did Nittaya use the following skills to express empathy:
  -body language?
  -tone of voice?
  -voice inflection?
  -specific language?
* Have you had strange requests like this? If so, what did you do?

*****VIGNETTE QUESTIONS*****

1. What is empathy?

2. How did Nittaya use the following skills to express sympathy:
  -body language?
  -tone of voice?
  -voice inflection?
  -specific language?

2.1. PREJUDICE

"THE CUSTOMER"

I. **Vocabulary and idiom building:**
* None

II. Pre-viewing questions:
* What is prejudice?
* Have you been the victim or the instigator?

Teacher note: Try to raise awareness of students' own prejudices against others.

II. Show the vignette *without* sound.

III. Discussion:
* What do you think is happening?

IV. Role-play:
* Divide students into pairs or groups.
* Have groups/pairs create dialogues between a customer and a teller.
* Perform/discuss orally.

V. Show vignette *with* sound.

VI. Discussion:
* Are the dialogues created similar to the situation portrayed in the video?
* Have you experienced this?
* How did you handle it when you were:
  -the victim?
  -the instigator?

*****VIGNETTE QUESTIONS*****

1. What could Maria have been thinking?

2. Has a similar situation ever happened to you? If so, what happened? How did you handle the situation?

2.2. PREJUDICE

"THE SUPERVISOR"

I. **Vocabulary and idiom building:**
* Team member
* Habit
* Prejudice
* To be formal

II. Pre-viewing question:
* Can you list three American workplace behaviors that are different from workplace behaviors in your native country?

III. Show the vignette.

IV. Discussion:
* Is one of the behaviors that you listed portrayed in the video situation?
* What did Mrs. Swenson expect from Maria?
* What could Maria have been thinking?
* What is "American-style" friendliness?

V. **Suggested Extension Activity: Developing an Action Plan**
* Using the list that the students created above, have each student select one American behavior to which he/she wants to become accustomed.
* Have each student develop an action plan to accomplish this.

*****VIGNETTE QUESTIONS*****

1. What did Mrs. Swenson expect from Maria?

2. What could Maria have been thinking?

3. What is "American-style" friendliness?

2.3. PREJUDICE

"THE PHONE CALL"

I. **Vocabulary and idiom building:**
* I don't have all day
* Penalty
* Withdrawals
* Statement cycle

II. Pre-viewing questions:
* Who usually answers the phone at work? At home?
* What do you do when you talk to an obnoxious person on the phone?

Teacher note: Explain "obnoxious".
* What are synonyms for "obnoxious"?

III. Role-play:
* Have student break into pairs and create and perform phone conversations based upon the following scenarios:
  - Bank--bounced check
  - Bank--statement error
  - Bank--direct deposit error
  - Mechanic/Car garage--car not ready on time
  - Credit card company--credit card error
  - Electric company--billing error
  - Gas company--billing error
  - Phone company--billing error

  (Teacher can create his/her own scenarios)
* Emphasize that one of the students should be the "obnoxious" customer.

IV. Show vignette.

V. Discussion--vignette question:
What skills did Vandanna use to handle this situation?

*****VIGNETTE QUESTION*****

1. What skills did Vandanna use to handle this situation?

2.4. PREJUDICE

"THE LUNCH ROOM"

I. **Vocabulary and idiom building:**
* Understatement
* Iron stomach
* You're nuts
* Stuff
* Weird

II. Show the vignette *without* sound.

III. Discussion:
* What do you think is happening in this situation?

IV. Show vignette *with* sound.

V. Discussion:
* Was the discussion generated above similar to the situation portrayed in the video?
* Have you experienced this?
* How did you handle a similar situation when you were:
  - the victim?
  - the instigator?

VI. **Suggested Extension Activity: Numeracy**
* Have students bring in a recipe for a dish from their own country.
* Have students read the measurements for the ingredients required for this recipe.
* Make sure that students can differentiate between American and metric measurements.
* Make sure that students can correctly pronounce the American and metric measurements.

*****VIGNETTE QUESTION*****

1. What would you do if you were Fong in this situation?

3.1. & 3.2. ANGER AT WORK

"THE IRATE CUSTOMER"
&
"THE IMPATIENT CUSTOMER"

I. **Vocabulary and idiom building:**
* ID
* To bounce a check
* To dig out
* To deposit
* To be credited
* Credit rating
* Automatic deposit
* Pain in the neck
* I'm ready to party

II. Pre-viewing questions:
* What strategies do you use when dealing with angry customers?
* What are synonyms for anger?
Teacher note: Make sure to include "irate" as a synonym.

III. Show both vignettes.

IV. Discussion:
* What happened in each situation?
* How did each person in each scenario deal with the angry customer?
* Do you have any suggestions about how either person could have better dealt with the customer (e.g., in the first vignette, the customer walked away--still dissatisfied). Think of body language (perhaps the bank representative should have stood up while addressing the customer), eye contact and tone of voice.
* At whom was the anger really directed?
Teacher note: The anger in this case was directed at the bank, not the employee.
* Have you encountered similar situations?

V. Brainstorming activity:
* Brainstorm with students about ways they can deal with anger at the moment it happens, for example:
  - Counting to 10.
  - Taking deep breaths.
  - Walking around the block.
  - Realizing that the anger is not directed at you.

VII. **Suggested Extension Activity: Poll**

* Have students poll their friends and co-workers about how they deal with anger.
* Have students poll their friends about the wrong way to deal with anger (e.g., cursing, spitting, hitting).

*****VIGNETTE QUESTIONS*****

1. What strategies do you use in dealing with an angry customer?

2. What made Mohammad's behavior and language polite?

4.1. CONFLICT RESOLUTION

"BEING COURTEOUS: THE CERTIFIED LETTER"

I. **Vocabulary and idiom building:**
* Certified letter
* To trace a letter
* To confuse

II. Pre-viewing questions:
* What is "conflict"?
* When does it occur?
* Have you ever experienced conflict between yourself and a colleague in the workplace?
* How was it expressed?

III. Show each vignette *without* sound. Tell students to focus on the body language (hand, head, posture, facial expression, give and take) of both men.

IV. Discussion:
* What do you think happened? Why?
* Which of the three scenarios seemed to be the least productive?

V. Show vignettes again, this time *with* sound.

VI. Discussion:
* Is there a problem with a younger person giving correction to an older person?
* If you were the person seated at the desk, in which instance would it be easiest for you to accept the "help" of your co-worker?
* Was there anything else the younger man could have done which would have made his help less threatening and easier to receive (e.g., pull up a chair, crouch down to be on the same level with his co-worker).
* Can you give an example of a work practice that you found confusing at first?
* What makes correction/suggestions easier to accept?

VIII. **Suggested Extension Activity: Poll**

* Conduct a poll on "Body Language/Nonverbal Cues", and how gestures differ from culture to culture.
* Students poll co-workers of different nationalities as to what gestures they would use to:
- tell someone to come here,
- show the height of an adult/child/animal,
- get the waiter's attention,
- ask the teacher a question,
- show you don't know something, etc.

*****VIGNETTE QUESTIONS*****

A. 1. What could Rogesh and Alidad have been thinking? How do we know?

2. How would you have handled the situation if you were Rogesh? Or if you were Alidad?

B. 1. How was the interaction between Alidad and Rogesh different this time?

C. 1. What did Rogesh do the third time that made him seem more polite? (Look at behavior, language, tone of voice).

4.2.A. CONFLICT RESOLUTION

"PREVENTING PROBLEMS: LOOKING AHEAD"

I. **Vocabulary and idiom building:**
* To process
* To cover charges
* To fill in for somebody
* To issue an overdraft notice
* To pull the notice
* Embarrassment
* To take care of something

II. Pre-viewing questions:
* What arrangements do you make when you leave
  - home
  - work
  - for an extended period of time?

III. Show vignette.

III. Discussion--vignette question:
* What skills did Farida use to show she was responsible?

IV. Additional discussion questions:
* Can you describe a particular situation where you had made arrangements when you left home or work:
  - and the person who substituted successfully followed the directions you left.
  - and the person who substituted did not follow the directions you left.
* In the second case, ask the students how they handled that situation.

V. **Suggested Extension Activity: Writing Activity**
* Have students pretend that they are the instructors for the class and they will be absent for one week.
* Have the students write a list of instructions for the substitute instructor to carry out.

*****VIGNETTE QUESTION*****

1. What skills did Farida use to show she was responsible?

4.2.B. CONFLICT RESOLUTION

PREVENTING PROBLEMS: "THE GOOD NEWS"

I. **Vocabulary and idiom building:**
* The big day
* To be transferred
* To get used to something

II. Pre-viewing activity:
* Create a scenario where an employee needs to change his/her schedule at work and asks one of his/her colleagues to switch the time with him/her (i.e., he/she is taking a class every Monday morning and would like him/her to work the evening shift on these days).

III. Role play:
* Divide students into pairs.
* Have pairs create two dialogues, based upon the above scenario, where:
  - the employee's supervisor finds out about this "through the grapevine" and is angry that he was not consulted first.
  - the employee's supervisor finds out about this "through the grapevine" and is happy that the employee did not bother him/her with this matter.

IV. Discussion:
* Which case is considered acceptable in the American work environment?
* Why?

V. Show vignette.

VI. Discussion:
* When Jose found out he was leaving, who did he tell first?
* Why?

VII. **Suggested Extension Activity: Writing Activity**
* Ask students to write about what they would have done in their native countries if they wanted to change their work schedules to accommodate something they really wanted to do.

*****VIGNETTE QUESTIONS*****

1. When Jose found out he was leaving, who should he have told first? Why?

4.3. CONFLICT RESOLUTION

"BEING ON TIME: THE LONG LUNCH HOUR"

I. **Vocabulary and idiom building:**
* To get mad at someone
* South of the border
* To pick on someone

II. Show the vignette.

III. Discussion--vignette questions:
* Did Frank really "pick on" Paco?
* What could have happened to Paco before today which might have made Paco believe Frank was "picking on" him?

IV. **Suggested Extension Activity: Letter Writing**
* Pretend you are "Dear Abby" and write a consolation letter to Paco.

*****VIGNETTE QUESTIONS*****

1. Did Frank really "pick on" Paco?

2. What could have happened to Paco before today which might have made Paco believe Frank was "picking on" him?

4.4. CONFLICT RESOLUTION

"COMPROMISE: THE DRIVE-THRU WINDOW"

I. **Vocabulary and idiom building:**
* To cover for someone
* Drive-thru
* To slow down (when speaking)
* To speak up

II. Show the vignette.

III. Discussion:
* What happened?
* Why does Trang feel uncomfortable working the drive-thru window?
* Did Trang and Michelle work out a good solution to the problem?
* What could Trang do to feel more comfortable working the drive-thru window?
* Have you ever had a similar conflict with your supervisor? How did you work it out?

IV. **Suggested Extension Activity: Letter Writing**
* Write a letter to Trang and give her advice so she will feel more comfortable working the drive-thru window.

*****VIGNETTE QUESTIONS*****

1. Did Trang and Michelle work out a good solution to the problem?

2. What could Trang do to feel more comfortable working the drive-thru window?

5.1. COPING SKILLS

"COMPETITION"

I. **Vocabulary and idiom building:**

* Competition	* Job opening	* Either of you
* Perfect timing	* Promotion	* Performance review
* To take on (a responsibility)	* To work out (well)	* Accomplishment

II. Pre-viewing question:
* How do you obtain a job in your native country?

III. Pre-viewing activity:
* Ask students to list three jobs in their native countries for which there is much competition.
* Ask students to list three job skills that they have.
* Ask students to list three character strengths they have.

Teacher note: Differentiate between skills and strengths.
Skill=Computer programming, car engine repair
Strength=Get along well with people, quick learner

IV. Show vignette.

V. Discussion--use vignette questions:
* When is it appropriate to promote yourself?
* How could Carlos promote himself? What could he say?
* How can Carlos best handle this working relationship with Mike?

VI. Additional discussion questions:
* Is it acceptable to promote yourself on the job in your native country?
* If so, how do you do it?
* If not, how can an employee advance in your country?

VII. **Suggested Extension Activity: Resume/Job Description**
* Have student draft resume/job description.

*****VIGNETTE QUESTIONS*****

1. When is it appropriate to promote yourself?

2. How could Carlos promote himself? What could he say?

3. How can Carlos best handle this working relationship with Mike?

5.2. COPING SKILLS

"PROBLEMS AT HOME"

I. **Vocabulary and idiom building:**
* To take time off

II. Pre-viewing activity:
* Have students list excuses for being absent from work or school.
* Instructor should list all excuses on the board.
* Instructor and class should then review list to determine which are considered valid in the American culture.
* Leave the list on the board.

III. Show vignette.

IV. Discussion:
* Have students decide whether the excuse presented in the scenario is a valid reason for leaving work early.
* Each student should provide an oral explanation of his/her opinion.

V. Role-play:
* Use index cards.
* Write down each excuse listed above on separate index cards.
* Divide the class into pairs.
* Have one student from each pair select an index card with his eyes closed.
* The pairs must work together to create a dialogue between student/worker and teacher/supervisor based upon the card selected (calling in sick to work/school).
* Have the pairs perform the dialogues for the rest of class.

*****VIGNETTE QUESTIONS*****

None

5.3. COPING SKILLS

"SEXUAL HARASSMENT"

I. **Vocabulary and idiom building:**
* To play the field
* Team player
* To go out with someone

II. Pre-viewing questions:
* What is sexual harassment according to American terms?
* What is sexual harassment according to customs of students' native countries?

III. Show vignette.

IV. Anonymous poll:
* Poll those who view this as a case of sexual harassment.
* Poll those who do **not** view this as a case of sexual harassment.
* Tally answers on the board.

V. Writing activity:
Have students anonymously write why **OR** why not this is a case of sexual harassment.

VI. **Suggested Extension Activity: Newspaper Article**
* Have students find an article about sexual harassment in the newspaper.
* Ask students to write why or why not this situation would be regarded as a case of sexual harassment in their native countries.

*****VIGNETTE QUESTIONS*****

1. Has this happened in your office?

2. What's the best way to handle a situation like this?

5.4. COPING SKILLS

"STAYING LATE"

I. **Vocabulary and idiom building:**
* Backlog
* Behind schedule
* Give warning
* Short notice

II. Pre-viewing questions:
* How punctual are people in your native country and in the United States?
* Is punctuality important in your native country:
  - on the job?
  - for school?
  - for social occasions?
  - for medical appointments?
* If punctuality is not important in your country, how are you adjusting to punctuality requirements in the United States?

III. Show vignettes A, B, C.

IV. Questions:
* Which vignette best portrays your reaction to a similar situation?
* Who is often required to work late or change their schedule at the last minute?

V. **Suggested Extension Activity: Writing Activity**
* Have students list five things about American culture that was strange to them when they first arrived in this country.
* Which of these things have they become accustomed to?

*****VIGNETTE QUESTIONS*****

A. 1. None

B. 1. What was different this time?

C. 1. What do you think?

6.1. OFFICE RELATIONS

"THE GIFT"

I. **Vocabulary and idiom building:**
* To be on time

II. Show this vignette *without* sound to elicit students' perceptions of what is happening and to bring out their cultural biases.

III. Show vignette *with* sound.

IV. Discussion--use vignette questions:
* When is gift giving appropriate in the U.S. workplace?
* Why was Ms. Foster irritated?
* Is the tradition of gift giving different in your country than it is in the United States? If so, how?

V. Additional discussion questions:
* What events are recognized with cards/gifts/ceremonies?
* When does gift-giving become "brown nosing" or bribery?
Teacher note: Explain definitions.

*****VIGNETTE QUESTIONS*****

1. When is gift giving appropriate in the U.S. workplace?

2. Why was Ms. Foster irritated?

3. Is the tradition of gift giving different in your country than it is in the United States? If so, how?

6.2. OFFICE RELATIONS

"LEFT OUT"

I. **Vocabulary and idiom building:**
* To be ignored

II. Pre-viewing question:
* What does it mean to feel "left out"?
* What kinds of situations give you that feeling?
* Are there times when you and others in your group might cause someone else to feel "left out"?

III. Play the vignette.

IV. Discussion--use vignette question:
* When is it appropriate to use your native language at work?

V. Additional discussion questions:
* What does a situation like this do to office harmony?
* What could Juan and Carlos have done to include their co-worker?
* When do you use your native language?
* What do you think of the "English-only" campaign in the United States?

*****VIGNETTE QUESTION*****

1. When is it appropriate to use your native language at work?

6.3. OFFICE RELATIONS

"THE PERFORMANCE REVIEW"

I. **Vocabulary and idiom building:**
* Performance review
* To take on responsibility
* Confident

II. Pre-viewing questions:
* What does the term "initiative" mean?
* Is this a good thing to possess?

III. Show the vignette.

IV. Discussion:
* In your current workplace, is initiative valued?
* When is making a suggestion/giving an opinion acceptable?

V. Additional discussion questions--use vignette question:
* In your native country, are people always rewarded for showing initiative:
  - in the community?
  - at the workplace?

VI. Role play:
* What have been the students' different experiences with performance reviews? (Can lead into role-plays of performance review between supervisor and employee.)

VII. **Suggested Extension Activity: Writing Activity**
* In what area of your workplace could you take initiative to improve a practice or situation?
* Describe it and the steps necessary to change/improve it.

*****VIGNETTE QUESTION*****

1. In your native country, are people always rewarded for showing initiative:
   - in the community?
   - at the workplace?

6.4. OFFICE RELATIONS

"EMBARRASSMENT"

I. **Vocabulary and idiom building:**
* Embarrassed
* Humiliated
* Apologize
* Losing face

II. Show the vignette.

III. Discussion:
* From the supervisor's position, why was the situation problematic?
* Was her reprimand appropriate or inappropriate?
* When are personal phone calls acceptable while at work?
* From the employee's position, what was the problem? (Now ask the questions from the vignette.)
* What are some strategies for managing several tasks at once (e.g., telephone calls, customers, computer screen, manager)?
* Which tasks take priority?

*****VIGNETTE QUESTIONS*****

1. Why did Tan feel humiliated?

2. How would you handle this situation?

3. What are the ways that "face" can be "lost" in your native country?

4. How can people "lose face" in the United States?

6.5. OFFICE RELATIONS

"TOLERANCE"

I. **Vocabulary and idiom building:**
- * To look someone in the eye
- * Rude
- * Intolerant
- * Respect
- * Terrorist

II. Pre-viewing questions:
- * What do the terms "tolerance", "intolerance", "stereotyping", "biased" mean?
- * Do these words relate to "prejudice"?
- * If yes, how?

III. Show the vignette.

IV. Discussion:
- * What is your reaction to the vignette?

V. **Suggested Extension Activity: Writing Activity**
- * Ask the students to write about their stereotypes of Americans.
- * Discuss.

*****VIGNETTE QUESTIONS*****

1. What would you add to this?

7.1. LISTENING SKILLS

"THE TRAINING ROOM"

1. **Vocabulary and idiom building:**
   * Substitute
   * Utility
   * Special proof bin (banking term)
   * Bin
   * Review
   * To waste time

II. Pre-viewing questions:
   * Do you attend training courses?
   * Do you always understand what the trainer is talking about?
   * Why is it sometimes difficult to understand people?
   * What techniques do you use for making sure you understand a procedure?

III. Show the vignette.

IV. Discussion:
   * What happened?
   * How did the responses of the two ladies differ?
   * In the United States, what clues do you look for to make sure someone understands you?

V. **Suggested Extension Activity: Drama/Role-play**
   * Develop a drama/role-play of a real-life situation you have faced in your life/work in which someone did not understand you.
   * How did you solve the situation?
   * Videotape the drama.
   * Discuss the videotape afterwards.

*****VIGNETTE QUESTIONS*****

1. What techniques do you use for making sure you understand a procedure?

2. In the United States, what clues do you look for to make sure someone understands you?

7.2. LISTENING SKILLS

"REFLECTIVE LISTENING: THE OVERDRAFT"

I. **Vocabulary and idiom building:**

* Overdrawn	* It shouldn't be	* Bounced check	* Embarrassing
* Apologize	* Upsetting	* To figure out	* Humiliating
* To cover a check	* To be in control	* Protection	

II. Pre-viewing questions:
* What does "reflective listening" mean?
* What are ways to show you are listening?
* Why is it important to be a good listener?
* What are the characteristics of a good listener?

III. Show vignette A.

IV. Discussion:
* What happened?
* Have you been a customer in an uncomfortable situation such as this?
* What did you do?

V. Show vignette B.

VI. Discussion--use vignette question:
* What skills did Rima use this time to make the customer feel more comfortable?

VII. **Suggested Extension Activity: Poll**
* Take a poll of your classmates to find out if there is a difference between customer relations in the United States and their native countries.

*****VIGNETTE QUESTIONS*****

A. 1. Have you ever been a customer in an uncomfortable situation such as this?

B. 1. What skills did Rima use this time to make the customer feel more comfortable?

8.1. MEETINGS

"MEETINGS"

I. **Vocabulary and idiom building:**
* To behave
* To move on
* Complaint
* To be fair
* To interrupt
* To be aware

II. Pre-viewing questions:
* Do you attend meetings?
* Do you enjoy going to meetings? Why?
* Are these meetings very effective? Why?

III. Show vignettes A and B *without* sound.

IV. Discussion:
* What happened?
* What is the difference between the two meetings? Why?

V. Show the vignettes *with* sound.

VI. Discussion:
* Were your observations different from the ones on the vignettes?
* What made the second meeting more successful?
* How did the participants show they were listening?

VII. **Suggested Extension Activity: Developing Your Own Issues**
* Students develop their own workplace issue and videotape it.
* Students design their own pre-viewing and post-viewing questions.

*****VIGNETTE QUESTIONS*****

1. What made the second meeting more successful?

2. How did the participants show they were listening?